



LEARNING COMMUNITIES INSTITUTE

19TH ANNUAL DETAILED MEETING AGENDA

October 21 –22, 2022

Jointly provided by:
The Learning Communities Institute
And
Tecnológico de Monterrey

DRAFT

19th LCI Conference – Main Conference Agenda

Course Description: This two-day conference is presented by the Learning Communities Institute to enhance learning and collaboration among leaders, faculty, support staff and students involved in medical school learning communities. The conference will provide workshops, presentations, and collaborative sessions to advance learning communities in medical education, and support the faculty, staff and students who teach and learn within them.

Needs Assessment: Learning communities (LCs) are on the rise in medical education (Smith S. Acad Med, 2014), with over 60 member schools within the Learning Communities Institute running or planning for LCs within their MD programs. A need exists to provide collaboration across schools, skill building sessions, and sharing of scholarly work. This conference will offer training for faculty, administrators and students in the skills needed to implement, sustain and enhance LCs in medical schools, and offer opportunities for collegial networking and ongoing development.

Learning Objectives: After participating in this activity, participants should be able to:

1. Define Learning Communities in medical education
2. Describe curricular activities that are often delivered within LCs in medical education
3. List extracurricular activities of Learning Communities in medical education
4. Cite at least one “best practice” in LCs in undergraduate medical education
5. Identify opportunities for scholarly activity in LCs
6. Describe how LCs can enhance connectivity and wellness among medical students.

Physicians: This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of The University of Alabama – Birmingham (UAB) Office of Continuing Medical Education and the Learning Communities Institute, Inc. The UAB Office of Continuing Medical Education is accredited by the ACCME to provide continuing medical education for physicians. Additional information regarding registration for CME will be sent at a future date.

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Friday, October 21, 2022

8am – 12pm AK / 9am – 1pm PT / 10am – 2pm MT / 11am – 3pm CT / 12pm – 4pm ET

11am CT	<p>LCI Welcome - Jason Noah, University of Alabama at Birmingham School of Medicine, 2022 Learning Communities Institute Chair</p> <ul style="list-style-type: none">- Welcome new participants <p>Host site welcome, virtual experience overview – César Alberto Lucio Ramírez and Jorge Valdez, Tecnológico de Monterrey, Hosts of the 2022 LCI Annual Conference</p> <p>Conference overview – What’s new this year, CME, how to engage meaningfully in this conference / intro learning groups: Molly Blackley Jackson, University of Washington School of Medicine, 2022 LCI Annual Conference Program Chair</p>
11:30am CT	<p>Learning group breakouts: Introductions (15 min) Molly to insert description / goals</p>
11:45pm CT	<p>RESEARCH CONCURRENT SESSIONS – Round 1 (45 min) - CHOOSE ONE</p> <p>BREAKOUT ROOM 1 - WORKSHOP - Reinforcing coaching skills through strategic use of student cases for LC faculty. Sathyanarayan Sudhanthar, Kelly Armstrong, Brad Riley, Jonathan Gold, Chi Braunreiter</p> <p>Session summary: Learning Community faculty play multiple roles in undergraduate medical education, including acting as a coach. Longitudinal faculty development sessions have shown to be beneficial in supporting the role of these faculty which also ultimately improves their coaching relationship with students. Simulated cases have long been used in various settings as a tool to improve learner knowledge, skills, and attitude. Simulated student cases based on real life experiences are a valuable resource for the faculty to identify coachable moments and identify barriers and resources that may help overcome the barriers.</p> <p>Learning objectives</p> <ol style="list-style-type: none">1. Identify specific goals for using simulated student cases to reinforce “coaching moments.”2. Identify best practices in creating the simulated student coaching cases.3. Learn the “coaching moments” by working through a simulated student case.

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BREAKOUT ROOM 2 - WORKSHOP - Toasting to Change: Applying LC principled practices to LC changes. David Hatem, Christine MacGinnis

Session summary: Learning communities are a new change in medical education yet are subject to change themselves. We will describe appreciative inquiry narrative and “Toasting change” approaches to a large curriculum revision process affecting our learning communities. We will then encourage participants to see how applications of these strategies might aid in their current or future LC changes.

Learning objectives

1. Describe challenge brought about by change, from within LC’s and from outside of LC’s
2. Discuss an approach to change management using Appreciative Inquiry and the Art of Gathering storytelling toasts
3. Discuss changes upcoming for members schools and how to approach them using storytelling

BREAKOUT ROOM 3 - WORKSHOP - State of Staff in Learning Communities. Kaicey von Stockhausen, Julie Calcavecchia

Session summary: A workshop reflecting on the 2019 staff wellbeing data collected by the Learning Communities Institute (LCI) to discuss the current and future state of staff wellbeing and career fulfillment in their Learning Communities roles.

Learning objectives

1. Discuss how staff are currently feeling in their role in the Learning Communities
2. Identify opportunities to elevate staff in the Learning Communities
3. Identify types of support and recognition staff feel would be beneficial

BREAKOUT ROOM 4 - WORKSHOP - Challenges and opportunities to developing a learning community in an international medical school: The United Arab Emirates experience. Halah Ibrahim, Saly Kanj, Sawsan Ismaiel, Dana Al Ghafari, Fatema Al Shehhi

Session summary: In many non-Western countries, the focus of medical school remains academic, with limited opportunities for student and faculty engagement. In this interactive workshop, through concepts of change management and real-world cases, we discuss obstacles to LCs in the international arena and describe strategies for developing and sustaining successful LCs.

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- Learning objectives
 1. Discuss potential obstacles to LCs in international medical schools.
 2. Describe strategies for developing and sustaining successful LCs.
 3. Use change management principles to engage all stakeholders to ensure buy-in and alignment to the core values of LCs.

BREAKOUT ROOM 5 - ORAL PRESENTATION ROOM

Each oral presentation is 10 minutes, with 5 minutes for Q&A after each

Facilitator: X

- Suicide Prevention Task Force at Tec de Monterrey - Raquel Solís, Cesar Lucio, Melina Miaja- Avila
 - Session summary: A task force for suicide prevention was created in 2021 with the main objective being suicide prevention among students of the school of medicine and health sciences of Tec de Monterrey. Actions such as training, screening and awareness of this subject have or will be implemented.
 - Learning objectives
 1. Presenting the suicide prevention task force our school created.
 2. Inform about the actions the task force has worked on.
 3. Present the results of the work the task force has done.
- Learning Communities: Effect of Diversity on Medical Student Stress and Perceived Support - Wayne State, Kathleen Young, Justin Padron
 - Session summary: The aim of this study is to determine the relationship between learning community diversity and psychological distress in the medical student body at WSUSOM using established measures. In addition, we will elucidate how diversity may impact student perceptions of support in their undergraduate medical education experience.
 - Learning objectives
 1. Ascertain the association between diversity and student distress.
 2. Elucidate the relationship between diversity and student perceptions of support in learning communities.
 3. Determine if social factors correlate to measures of student distress to differing degrees.
- If I Can Do It, So Can You!: learning through shared life experiences. Abigail Rodríguez-Ramírez, Karla Alejandra Villarreal-Arizpe, Luis Carlos Bueno-Gutiérrez, Nancy de los Angeles Segura-Azuara, Felicitos Leal-Garza
 - Session summary: To implement advice sessions directed towards students who are about to enter their clinical experience, provided

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	<p>by students who have already been through that process, and evaluate if it affects diminishing insecurity, stress, and anxiety related to the beginning of this new chapter.</p> <ul style="list-style-type: none"> - Learning objectives 1. Mastermind group learning 2. Life and academic transition stages 3. Medicine students
12:35pm CT	<p>Lunch and Learn Featured Oral Presentation (15) - Longitudinal Faculty Development for Learning Community Faculty – Necessary support or Overkill? <i>Sathyannarayan Sudhanthar, Jonathan Gold, Kelly Armstrong, Brad Riley</i></p> <ul style="list-style-type: none"> - Session summary Faculty play a key role in Learning Community, an increasingly adopted model in medical schools. Regular and ongoing longitudinal faculty development is necessary and needs to be built in during the planning stages of LC to support faculty. We share the Faculty development model from one Midwestern Medical school. - Learning objectives 1. Understand the importance of LC faculty roles across the spectrum 2. Share the faculty development program and the topics discussed in the faculty development sessions from one mid-western medical school. 3. Discuss barriers to implementing faculty development programs and possible solutions <p>Introduction / Facilitator:</p> <p>Break (30)</p>
1:15pm CT	<p>Welcome back / Introductions & transition : Molly Jackson</p> <p>Research Network update (20) - Dave Hatem, University of Massachusetts and Jennifer Quaintance, University of Missouri at Kansas City - Chairs of the LCI Research Network</p> <ul style="list-style-type: none"> - 5 minute RN update - 10 min overview of current projects, sharing some data - 5 min Q&A, how to get involved <p>Young Investigator Award Presentation (15) - Enhanced Stress Resilience Training (ESRT) for undergraduate medical students: a feasibility trial facilitated through learning communities. Curt Pfarr, Daniel Sack, Molly Jackson, Lars Osterberg, Kevin Moynahan, Houriya Ayoubieh, Carter Lebares</p> <ul style="list-style-type: none"> - 10 minute oral presentation - 5 min Q&A

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	<ul style="list-style-type: none"> - Session summary This project is to establish the feasibility and acceptability of a Mindfulness-Based Intervention for pre-clerkship medical students, Enhanced Stress Resilience Training (ESRT). ESRT, developed at UCSF, is tailored for the culture and logistical constraints of medical training. This study will be facilitated by 5 Learning Community Institute medical schools. - Learning objectives <ol style="list-style-type: none"> 1. Identify several impacts of chronic, unmanageable, stress on medical students. 2. Describe how a mindfulness-based intervention can mitigate student stress. 3. Identify advantages of facilitating a mindfulness-based intervention through Learning Communities.
1:50 pm	Break / Transition
2:00pm	<p>COFFEE CHATS / SMALL GROUP DISCUSSIONS (choose 1) <i>Led by LCI Member Schools</i> <i>Molly to include description of how these will work, communicate with facilitators</i></p> <p>BREAKOUT ROOM 1 - Learning Communities 101 / Starting a New Learning Communities Program and with the Learning Communities Institute (LCI) Membership Team - Sara Tariq at University of Arkansas, Anne Eacker at Kaiser Permanente School of Medicine, and Molly B. Jackson at University of Washington</p> <p>BREAKOUT ROOM 2 - Integrating well-being activities within LCs - Amy Fleming at Vanderbilt University School of Medicine, and Connie Tran at Baylor College of Medicine</p> <p>BREAKOUT ROOM 3 - Vertical integration in LCs - Meg Keeley at University of Virginia School of Medicine</p> <p>BREAKOUT ROOM 4 - Student leadership in LCs - Caroline Harada & students at University of Alabama at Birmingham</p> <p>BREAKOUT ROOM 5 - Faculty development approaches in LCs - Lars Osterberg at Stanford University School of Medicine and Eric Lee at Baylor College of Medicine</p> <p>BREAKOUT ROOM 6 - How to Launch and Nurture Interprofessional LCs - Cesar Lucio at Tecnológico de Monterrey</p>

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	<p>BREAKOUT ROOM 7 - Integrating clinical skills training within LCs - Mark Whipple at University of Washington School of Medicine</p> <p>BREAKOUT ROOM 8 - Selection of LC faculty - Kevin Moynahan at University of Arizona College of Medicine in Tucson and Lauren Parker at University of Arkansas for Medical Sciences Northwest Regional Campus</p>
2:30pm CT	Learning group breakout (15) – Connect & reflect
2:45pm CT	<p>Louise E. Arnold Poster Presentations - Round 1 19 posters total</p> <p>3 rooms of 3 presenters (9 posters on Friday)</p> <p>3 facilitators needed</p> <p>5 minutes per presenter (15 min) Q&A at end (15 min)</p>
3:15 CT - 4:00pm	<p>Cultural Activity: Pending Title (45) - Cervantine Library at Tecnológico de Monterrey Cesar to include enticing details</p>

Saturday, October 22, 2022

6am – 12pm AK / 7am – 1pm PT / 8am – 2pm MT / 9am – 3pm CT / 10am – 4pm ET

9:00am CT	<p>Coffee, Connect, Learn about the LCI – Choose 1 breakout room (30)</p> <p>Optional Coffee social for all virtual attendees if not joining Committee Meetings Connie - welcome / LCI facilitator</p> <p>LCI Committee Meetings - Open to all conference participants. Join specific committee meetings to listen and learn more about the various roles and responsibilities, and how to get involved. Jason to clarify which groups will meet & indicate point people</p> <ul style="list-style-type: none"> - Membership / new members? - LCI Student Council Social/ Meet and Greet for Coffee (STUDENTS ONLY)
9:30am CT	Welcome Day 2 & Getting Involved in LCI - Jason Noah, 2022 LCI Chair (15)

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9:45am CT	<p>Keynote Address (45) - Dr. Inés Sáenz, Dean of the School of Humanities and Education, Professor at the Tecnológico de Monterrey</p> <p>Cesar Lucio to introduce Keynote Speaker & lead Q&A at the end</p> <p style="background-color: #00ff00;">Cesar to insert brief bio for Ines, talk title, session summary, learning objectives</p> <ul style="list-style-type: none"> - Session summary - Learning objectives
10:30am CT	Learning group breakout (15) – debrief keynote, consider take-homes
10:45am CT	Break (15)
11:00am CT	<p>COFFEE CHATS / SMALL GROUP DISCUSSIONS (choose 1, drop in) <i>Led by LCI Member Schools</i></p> <p>BREAKOUT ROOM 1 - Learning Communities 101 / Starting a New Learning Communities Program and with the Learning Communities Institute (LCI) Membership Team - Sara Tariq at University of Arkansas, Anne Eacker at Kaiser Permanente School of Medicine, and Molly B. Jackson at University of Washington</p> <p>BREAKOUT ROOM 2 - Integrating well-being activities within LCs - Amy Fleming at Vanderbilt University School of Medicine</p> <p>BREAKOUT ROOM 3 - Vertical integration in LCs - Meg Keeley at University of Virginia School of Medicine</p> <p>BREAKOUT ROOM 4 - Student leadership in LCs - Caroline Harada & students at University of Alabama at Birmingham</p> <p>BREAKOUT ROOM 5 - Faculty development approaches in LCs - Lars Osterberg at Stanford University School of Medicine and Eric Lee at Baylor College of Medicine</p> <p>BREAKOUT ROOM 6 - How to Launch and Nurture Interprofessional LCs - Cesar Lucio at Tecnológico de Monterrey</p> <p>BREAKOUT ROOM 7 - Integrating clinical skills training within LCs - Mark Whipple at University of Washington School of Medicine</p> <p>BREAKOUT ROOM 8 - Selection of LC faculty - Kevin Moynahan at University of Arizona College of Medicine in Tucson and Lauren Parker at University of Arkansas for Medical Sciences Northwest Regional Campus</p>

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11:30am CT	<p>RESEARCH / CONCURRENT SESSIONS – Round 2 (45 min) – Choose 1</p> <p>BREAKOUT ROOM 1 - WORKSHOP - Student Engagement in Step 1 Pass/Fail Era with the Learning Communities Institute Student Council. Samantha Evans, Elyse Kuo</p> <ul style="list-style-type: none">- Session summary The LCI Student Council will facilitate a workshop exploring current student perspectives on engaging in non-CV-building activities in a Step 1 pass/fail era. This workshop seeks to identify viewpoints over the changes and their impacts while exploring plans on engagement in non-CV-building activities. Through both small and large group settings, participants will have the opportunity to explore this new change in a safe space while also hearing other students' current thoughts as well. The ability to bring various institutions together will allow for collaboration on defining activities that will be beneficial to students.- Learning objectives<ol style="list-style-type: none">1. Identify perspectives on the pass/fail changes and impacts relevant to both them and fellow students2. Describe methods of overcoming these barriers3. Discuss LC activities that could be beneficial to them and would justify their participation <p>BREAKOUT ROOM 2 - WORKSHOP - Wisdom in the Room: The Importance of Peer Support for the Professional Development of Staff and Administrators. Julie Calcavecchia.</p> <ul style="list-style-type: none">- Session summary In 2015, the Learning Communities Institute (LCI) incorporated an Administrators Committee to emphasize the importance of the support staff role and foster development and empowerment vital to the success of learning community (LC) operations and programs. One such opportunity for development is the annual conference of the LCI. This workshop promotes and empowers connection among support staff in order to enhance personal and professional growth and development.- Learning objectives<ol style="list-style-type: none">1. Assess individual staff strengths and sphere of influence within LC role.2. Identify opportunities and relationships to leverage for professional development and support3. Formulate goals and subsequent action items for leader skill development
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BREAKOUT ROOM 3 - WORKSHOP - What are we accomplishing and how can we show this? An LCI Research Network Lab workshop. David Hatem, Jennifer Quintance.

- Session summary
Learning communities are growing, but outcomes are limited. There is the need for more LC outcomes studies. This workshop is designed to describe the purpose of the LCI Research Network and their Research Lab, allow participants to bring their ideas related to learning communities outcome projects, and to receive feedback from others in the workshop while meeting potential collaborators.
- Learning objectives
 1. Describe the LCI Research Network’s Research Lab
 2. Discuss participant project ideas and consider how outcomes can be measured
 3. Discuss LCI Research Network Lab as a venue to further learning community research ideas

BREAKOUT ROOM 4 - WORKSHOP - Race in Medicine: Implicit Bias. Milena Suarez, D’Juanna White-Satcher, Connie Tran.

- Session summary
Racial inequality in medicine is long-standing. COVID-19, which disproportionately affected Black, Indigenous, and Latinx communities, highlights inequities perpetuated throughout history. Despite the necessity to discuss race in medicine early in medical education, it is often offered electively. At our institution, we developed and implemented a “Race in Medicine” curriculum.
- Learning objectives
 1. To define implicit bias
 2. To recognize how implicit bias can affect health care outcomes
 3. To identify strategies to mitigate against one’s biases

BREAKOUT ROOM 5 - ORAL PRESENTATION ROOM

Each oral presentation is 10 minutes, with 5 minutes for Q&A

Facilitator: Jason Noah

No one left behind: learning communities in health sciences education
Tec de Monterrey, Abigail Rodríguez-Ramirez, Ricardo García-Rodríguez,
Jorge Flores-Orduña, Karla Alejandra Villarreal-Arizpe, Nancy de los Angeles Segura-Azuara

- Session summary

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Created in 2014, and since then, belonging to the international organization Learning Communities Institute (LCI), Academic Societies is a learning community of the School of Medicine and Health Sciences at Tec de Monterrey that strengthens ties between students and teachers within the academic environment. By 2021, Academic Societies has members throughout Mexico, thus highlighting the importance of learning communities in training future professionals.

- Learning objectives
 1. Learning communities
 2. Health sciences
 3. Professional and personal development

Understanding Medical Students' Perceptions of the Learning Community as an ideal space to discuss and achieve Structural Competency - KUMC, Maria Alonso-Luaces, Carrie Francis, Margaret Smith, Kristina Bridges, Natabhona Mabachi

- Session summary

Given its focus on socialization, peer learning and longitudinal relationships, LCs are promising spaces to discuss racism and achieve structural competency. However, little to no data is available on its effectiveness. This study seeks to understand students' and faculty's perceptions of LCs environmental factors that promote or hinder these conversations.

- Learning objectives
 1. Identify contextual factors that promote or hinder conversation on structural competency within the LCs.
 2. Discuss contradictions and overlaps between students and faculty's perceptions of the LC's environment .
 3. Identify and develop strategies for addressing structural competency in the LCs.

(Im)Printed: supporting professional identity and community connection through self-reflection and art making; UWashington , Andrea Kalus, Kim O'Connor, Gabrielle Berger, Elizabeth Kaplan, Molly Jackson

- Session summary

We describe a learning community based workshop exploring personal and professional identity using reflection and printmaking.

- Learning objectives
 1. Explore how art creation in learning communities promotes professional identity formation

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	<ol style="list-style-type: none"> 2. Demonstrate the use of imagery to connect to the core values that students bring to the practice of medicine 3. Name common themes that students use when reflecting on self and professional identity <p style="text-align: center;">-</p>
12:20pm CT	Break / Lunch (45)
1:00 CT	<p>Louise E. Arnold Poster Presentations - Round 2</p> <p>3 rooms of 3 presenters (10 posters on Saturday, 1 room with 4) 3 facilitators needed 5 minutes per presenter (15 min) Q&A at end (15 min)</p>
1:30pm CT	Learning group breakout (15) – take-homes from last session
2:00pm CT	<p>LCI Business Meeting (15) - Jason Noah - LCI Chair University of Alabama at Birmingham School of Medicine</p> <ul style="list-style-type: none"> ● LCI year in review ● Slate of candidates for LCI office ● Save the Date – LCI 2023

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	LCI Awards Presentation (15) - Sara Fazio - Harvard University School of Medicine <ul style="list-style-type: none">- Louise E. Arnold Excellence in Research or Innovation Poster Award- Ron Arky Award
2:30 – 3:00pm CT	Social & wrap-up - Tecnológico de Monterrey team Final reflections & debrief Facilitator: Cesar Lucio

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Dr. Louise E. Arnold Poster Presentations

Poster Title	Presenters
Back to the future: virtual reality in the education of health professionals	
Benefit of Upperclassmen Mentorship in the TLC Program	
Engaging Learning Community Faculty to Enhance Awareness of and Develop a Response to Racism and Systemic Bias in Medical Education	
How Learning Communities Can Improve Medical Student Confidence in Approaching Residency Interviews	
How to design a Learning Communities Program based on the students' demographic	
Impact of the COVID-19 pandemic on medical student connectedness	
Learning Communities Based on Year	
Learning Community Impact on Wayne State University School of Medicine Students	
Learning Community Peer Mentor Program Impact on Mentors	
Learning Community Student-Resident Physician Mentorship	
Lessons learned from the introduction of Learning Communities into a large cohort UK medical school: A cross-sectional evaluation	
Medical Student Community Baseline Assessment for New Mentorship Initiative	
Medical Student Perspectives Concerning Medical Education at PLFSOM During COVID-19 Pandemic	
Opportunities for and Barriers to Vertical Integration in a Medical School Learning Community	
Prevalence of Posts Related to Learning Communities on Pre-medical Online Forum	
Student-led Initiatives for Fostering Wellness and Inclusiveness amidst COVID	
Three-Year Evolution of a Learning Communities Program Incorporating Faculty Coaching	
Using Learning Communities to Incorporate Climate Change and Environmental Determinants of Health into Curriculum	
Utilizing regional faculty and students to develop and implement curriculum addressing microaggressions in the pre-clinical learning environment	

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LCI Awards - 2022

Joel & Ellen Gordon Young Investigator Award

The Learning Communities Institute (LCI) is committed to supporting growth of the learning communities model through scholarship as well as personal and professional development of students and faculty across the continuum of learning. The Young Investigator Award is presented to a student, trainee, or junior faculty member within 5 years of completing training, recognizing individuals whose work has the potential to contribute significantly to the improvement of medical education and learning communities.

Louise E. Arnold Excellence in Research or Innovation Poster Award

This award honors Dr. Louise E. Arnold who was a key leader in the Learning Communities Institute since its inception and a luminary in medical education. Dr. Arnold made substantial contributions to the academic medical education literature, most notably in the area of professionalism for which she was a national and international expert. She generously gave her time, expertise, and kindness through mentoring countless students, residents, and faculty. This award is given in Louise's spirit of innovation, generosity, and generativity. This award acknowledges and celebrates a poster that embodies excellence in innovation and/or research that advances or has the potential to advance learning communities in medical education.

Ron Arky Award

This award is given annually to an individual who has made a significant contribution to the development of learning communities in medical education. Ron Arky, MD, Professor of Medicine and Director of the Francis Peabody Society at the Harvard University School of Medicine, has been a steadfast leader and supporter of medical school learning communities. It was Ron's voice that argued most forcefully that it was time for medical learning community leaders to formalize and create the LCI as a means to propel meaningful change in medical education. Ron has also been an important benefactor for the LCI, providing a generous gift to enable us to begin as an organization. This award is named after Dr. Arky as a means to continually appreciate his contributions to the LCI and to the learning communities movement.